**Exploring the components of the inquiry-based learning process.**

**Step #1: Accessing Prior Student Knowledge**

**Activity #1: Complete the following opinionaire on the Amazon. This opinionaire is an example of a technique for accessing prior student knowledge.**

**Activity Name: Survivor: The Amazon Challenge**

Task: Pretend you are lost in the deep recesses of the Amazon rainforest. The only way out is to convince locals that you know what you’re talking about when it comes to the Amazon. Fortunately for you, they are a forgiving group, and are willing to help you along the way. But first, you and your team are on your own to answer these questions. Good luck!

**Survivor: The Amazon Challenge**

Within your team, answer the following questions to the best of your ability. For those questions you answer that are not correct, you will have a second opportunity to answer correctly by using the Amazon Student Research link at [**www.ctcexpeditions.org.**](http://www.ctcexpeditions.org/) Good luck!

§ **For indigenous cultures that are on the endangered cultures list, what is the maximum number of living members they must have to be placed on the list?**

**§ How many species of fish have been found in the Amazon basin?**

**§ Match the following medicinal plants with their characteristics:**

     A. Amazon Cats Claw 1. Fights AIDS and cancer

     B. Valerium 2. Balances blood sugar; helps diabetics

     C. Guarana Shrub 3. Helps with sleep disorders

     D. Pata de Vaca 4. 5 times more caffeine than coffee

§ **The Amazon basin holds \_\_\_\_\_\_\_\_ per cent of the world’s fresh water (5, 10, 15, 20, 25, 30), and the Amazon River pours 55 million gallons of water per \_\_\_\_\_\_\_\_ (second, minute, hour, day) into the \_\_\_\_\_\_\_\_ (Atlantic, Pacific, Indian) Ocean.**

**§ The Amazon is home to the only species of freshwater sharks. True/False**

**§ What role does the tambaqui fish play in regenerating the Amazon rainforest?**

**§ Name that Amazon animal: It is slow as molasses, swims in the water, and eats like a monkey.**

**To find answers to the questions you couldn’t answer, click on**[**www.ctcexpeditions.org**](http://www.ctcexpeditions.org/)**.**

**Activity #2: Complete the following KWL grid. What do you know about the Amazon? What do you want to know? What have you learned?**

**Step #2 – Building Background Knowledge**

**Activity #3: Click on the link below to access the On-Line Expeditions Amazon 2003 web site. Go to: Amazon Student Research and do a general exploratory review of listed web site links under the different curricular themes. Begin thinking about a particular inquiry or question you would like to explore. Again go to:[www.ctcexpeditions.org](http://www.ctcexpeditions.org/)**

**Activity #4: Select one additional resource to build background knowledge. Review the material you select and consider an inquiry or question you would like to explore.** [**Go to: Amazon Curriculum Starter Kit**](http://www.ctcexpeditions.org/starter2.htm)

**Step #3 – Developing Your Inquiry**

**Activity #5: Develop a question that you would like to pursue within a particular discipline that relates to the broad theme of the Amazon. Consider the following criteria for developing your question:**

1. Is it personally relevant to you and socially significant? Are you truly interested in the question?

2. Is it researchable?

3. Is it big enough to find information and small enough to be manageable?

4. Is it an issue that can be argued for or against?

Examples:

Is deforestation in the Amazon something we in Chicago should be concerned about? Why or why not?

Is organic food more nutritious than conventionally-raised food?

Are the daily administrative, student, and teacher behaviors at my school helping to conserve or degrade our natural environment?